

HIED 405: Methods in History and Social Studies Education

Wednesdays 2-4:50

Instructor: Dr. Jerry Jessee
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Course Description

This is a course that prepares you for the middle and secondary school social studies classroom. It will provide you with an intellectual foundation for teaching social studies as well as methods, approaches, and best practices for ensuring quality student education.

Let me tell you what this class is not. It is decidedly **not a lecture** course. My role as the instructor is to help students reach the course objectives and serve as a guide to get you there. I will rarely (or never) create presentations for you or lecture. I will, at times, go before you and map ideas on the board or guide discussion in a more directed way. But in general, this course will be delivered as a series of seminars on readings and small-group activities/workshops on techniques and skills necessary to designing and implementing a social studies curriculum. This means that you must be prepared for class by having completed the readings and assignments and being prepared to discuss them professionally.

All of our meetings will be done virtually using Zoom via Canvas on Wednesdays from 2-4:50.

Course Learning Outcomes:

By the end of this course, students should be able to:

- 1) Explain what social studies is; analyze why it matters in education, civic society (national and global), and lifelong learning; and develop a teaching philosophy that addresses these aspects of social studies education.
- 2) Analyze what makes an effective social studies curriculum and design a curriculum portfolio that delivers a rigorous, balanced, and standards-based social studies program relevant to diverse student learners and society.
- 3) Locate and evaluate appropriate, relevant, and effective resources for quality instruction.
- 4) Analyze and explain highly effective teaching strategies in social studies education and demonstrate them in curriculum design.

Required Materials:

Books:

James Loewen, *Teaching What Really Happened*, Second Edition, Teachers College Press, 2018. Available for text rental at UWSP Bookstore.

Jay McTighe and Grant Wiggins, *Essential Questions: Opening Doors to Student Understanding*, ASCD, 2013. Available for text rental at UWSP Bookstore.

Lorin Anderson, et al., *A Taxonomy for Learning, Teaching, and Assessing*, Pearson, 2000. Available for text rental at UWSP Bookstore.

Jay McTighe and Grant Wiggins, *Understanding by Design*, Second Edition, ASCD, 2005. Available for text rental at UWSP Bookstore.

Articles on Canvas: You will be required read articles and bring them to class to discuss. These will be available on Canvas. They are noted in the schedule below with an asterisk (*). There are lots of readings for this course that you will be discussing. Please be sure to mark a significant portion of time in your week to complete these.

Assignments:

Teaching Blog:

Each week you will post a detailed response to the week's readings using the Canvas discussion tool. I've called this a teaching blog because that is how I want you to approach these assignments. Making notes and thinking about teaching is good practice for becoming a reflective, thoughtful, and effective teacher. Each response should summarize the content and analysis of the week's reading, contain a statement explaining why they are important and how they inform teaching social studies. Consideration should also be given to your own background, ideas, and other things you've found, like websites, sources, news clippings etc. Make it useful for you!

All students will be reading these. During the semester you must respond to **at least five** other blog entries from other students.

Your responses are due by noon on our scheduled class meeting day.

Curriculum Portfolio:

You will develop and design a curriculum portfolio that includes the following: a year-long curriculum map, unit plan, lesson plans, teaching notes, and formative and summative assessments. You will submit this to me on the day you deliver your presentation.

Curriculum Portfolio Presentation:

You will present your curriculum portfolio to the class in a 15-minute presentation. Your presentation will include:

- 7-8-minute teaching demo.
- 3-minute assessment of your work.

- 2-3 minutes allotted for class feedback.
- A professionally presented (bound, for example) copy of your curriculum portfolio.

Class Participation:

This course is reading-heavy and requires serious analytical thinking. Consequently, it is imperative that you attend class and actively engage in discussions and group work. For each class, you will be required to complete all the readings and come prepared to discuss them cogently with your peers. See rubric below.

Practicum and Practicum Journal:

A major requirement of this class from DPI is for all students to do a **50-hour practicum** in the secondary classroom. This practicum experience can be done in a public or private secondary classroom. You also have the opportunity to seek a teacher who would be willing to take you on for a semester as a practicum student. You will be responsible for finding your own practicum placement. If after attending the practicum fair and you still can't find a placement you need to contact the SOE's Cathleen Olds, who is in charge of finding students a practicum. Please let me know as soon as possible. If there would be any problems that do arise later on during the practicum, please inform me ASAP and also Cathleen Olds. We will have plenty of time to discuss your observations during our regularly scheduled class time.

As part of your practicum, you are required to keep a journal that contains reflections and thoughts based on your experiences in the classroom. This journal should be sufficient to record your experiences over the course of 50 hours. How long does the journal need to be? IDK. It just needs to reflect your 50 hours of observation. This will be due during our final meeting.

Note: You must complete all assignments for this class or you will receive an "incomplete" or fail this class.

Note 2: Late assignments will be docked a third of a grade for every day late.

Rubric for Discussion Participation in Class

	Excellent "A"	Proficient "B"	Developing "C"	Unacceptable ">C"
Frequency	Student frequently initiates conversation in every class.	Student initiates contribution once in each class.	Student contributes only every few classes.	Student does not initiate contribute and requires professor to solicit input.
Quality	Comments are always insightful, constructive, and demonstrate clear engagement with class material. Always employs appropriate terminology.	Comments are mostly insightful, constructive, and demonstrate engagement with class material. Frequently employs appropriate terminology.	Comments are sometimes constructive with signs of engagement and insight. Terminology and comments not always relevant to discussion.	Comments are uninformative, lacking appropriate terminology, and demonstrate lack of engagement with class material.

Listening	Student listens attentively and builds upon remarks of others.	Student mostly attentive and usually builds upon remarks of others.	Student is often inattentive and requires reminders to stay focused. Student sometimes disruptive.	Student does not listen to others, does not pay attention, and/or detracts from the discussion.
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Grades:

Teaching Blog: 15%
 Curriculum Portfolio: 40%
 Curriculum Portfolio Presentation: 10%
 Class Participation: 20%
 Practicum and Practicum Journal: 15%
 Total: 100%

Grading Scale (percentage):

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	59 and below
B	83-86	C-	70-72		

Course Schedule:

	Topic	Question	Readings
Week 1	Course Introduction	Why are you here?	
Week 2	Why Social Studies Matters	<p>What is social studies and why does studying it matter?</p> <p>What are the issues involved in creating a rigorous, effective, and useful social studies curriculum?</p>	<p>Loewen, <i>Teaching What Really Happened</i>, Introduction.</p> <p>* Thorton, <i>Teaching Social Studies that Matters</i>, Introduction and Chapter 1.</p> <p>* Grossman, "Whose Memory? Whose Monuments?"</p> <p>* <i>New York Times</i>, "Confederate Monuments are Coming Down across the United States." Article here.</p>
Week 3	Standards	<p>What are standards and why are they so important?</p> <p>What is the difference between a curricular framework and content standards?</p>	<p>* Wisconsin Standards for Social Studies</p> <p>* The C3 Framework for Social Studies State Standards</p>

		How should we approach and teach standards?	
Week 4	Cognitive Levels	What are cognitive levels and how do they inform teaching and the development of learning objectives?	Anderson et al., <i>A Taxonomy for Learning, Teaching, and Assessing</i> beginning through ch. 5. * Wineburg and Schneider, "Inverting Bloom's Taxonomy" <i>Education Week</i> . Bloom's Taxonomy Verb Chart here .
Week 5	The Dreaded Textbook: Coverage vs Uncoverage	Are textbooks useful sources for teaching? Why should curriculum planners abandon coverage?	Loewen, <i>Teaching What Really Happened</i> , chs 1-5; select end chapters.
Week 6	Essential Questions	Why are essential questions essential?	McTighe & Wiggins, <i>Essential Questions</i> , all.
Week 7	Curriculum Mapping and Backwards Design	What are the most effective ways to design a curriculum?	Wiggins & McTighe, <i>Understanding by Design</i> , Introduction, ch1- 4.
Week 8	Assessment	How do I know if my students are learning? What is assessment and how do I effectively do it? What is fair assessment?	Wiggins & McTighe, <i>Understanding by Design</i> , Introduction chs 5-6.
Week 9	Unit Planning	What is a unit and how do I incorporate them into the curriculum? What is the most effective way to design a unit plan?	Wiggins & McTigh, <i>Understanding by Design</i> , chs 7-10.
Week 10	Lesson Planning and Inquiry-based Learning	What are the components of an effective lesson plan? What is inquiry-based teaching and why should I use it?	* Lemov, <i>Teach Like a Champion</i> , ch.3. * Barton and Levstick, <i>Teaching History for the Common Good</i> , ch. 10. * Wineburg, Martin, and Monte-Sano, <i>Reading Like a Historian</i> , ch 4 "Columbus Day: 1892, Not 1492."

			What is an Inquiry Lesson? Teachinghistory.org
Week 11	Peer Discussion on Curriculum Portfolio		
Week 12	Peer Discussion on Curriculum Portfolio		
Week 13	Presentations		
Week 14	Presentations		
Week 15	Presentations		

Other Stuff:

Attendance: I will record attendance. Absences will be unexcused except in extraordinary circumstances, which will require a note from an authority explaining the absence. If you miss an assignment for a class in which you have an excused absence, you must make every effort to make up any missed assignments within a reasonable amount of time. Students who miss more than two classes will be deducted 2/3 of a grade and extra 2/3 for each absence thereafter.

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
 - ***If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Technology

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

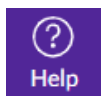
Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - printer
 - a stable internet connection (don't rely on cellular)

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Canvas Support



Click on the _____ button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Complete Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a

course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a

responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Notice on Copyright of Course Material: As the instructor, I retain all copyright on lectures, slides, assignments, and other course materials. I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials or otherwise send audio or visual recordings of lectures to people not currently enrolled in this class without my express permission. Posting course material that I have created onto course-sharing websites directly violates my copyright on my academic materials.

***Note: I reserve the right to alter this syllabus for any reason.**

